



California Workforce Investment Board

Advancing Workers Special Committee

Agenda Packet



Thursday
March 10, 2005
10:00 a.m. –3:00 p.m.
Glendale Central Library
222 E. Harvard Street
Glendale, California



CALIFORNIA WORKFORCE INVESTMENT BOARD
Advancing Workers Special Committee



Lawrence Gottlieb
Chairman

Christine Essel
Vice Chair

Glendale Central Library
222 E. Harvard Street
Glendale, California 91205
Thursday, March 10, 2005
10:00 a.m. – 3:00 p.m.

Arnold Schwarzenegger
Governor

Paul Gussman
Acting Executive Director

Stated time of meeting conclusion is approximated; meeting may end earlier subject to completion of agenda items and/or approved motion to adjourn.

AGENDA

- 1. Welcome, Introductions, and Purpose of Meeting**
- 2. Discussion of Proposed Committee Charge**
- 3. Discussion of Selected issues from the DOL Planning Guidance**
 - Governor's vision for ensuring that every at-risk youth has the opportunity for developing and achieving career goals through education and workforce training,
 - State's strategies to ensure a broad range of partners and services in the State's One-Stop delivery system are accessible and meet the needs of California's workers (*especially dislocated workers and individuals with multiple barriers to employment*).
 - Strategies for collaboration with Faith-based and Community Organizations
- 4. Public Comment**
- 5. Next Steps**

In order for the Board to provide an opportunity for interested parties to speak at the public hearings, public comment may be limited. Written comments provided to the California Workforce Investment Board must be made available to the public, in compliance with the Bagley-Keene Open Meeting Act, §11125.1, with copies available in sufficient supply.

Individuals who require accommodations for their disabilities (including interpreters and alternate formats) are requested to contact the California Workforce Investment Board staff at (916) 324-3425 at least five days prior to the meeting. TTY line: (916) 324-6523.

For further information, you can visit the California Workforce Investment Board website at: www.calwia.org.

Welcome and Opening Remarks

- **Christine Essel, Special Committee Chair**

Discussion of Proposed Committee Charge

- **Paul Gussman, Acting Executive Director**

Discussion of Selected Issues from the DOL Planning Guidance

- **Presentation - Dr. Edward Kawahara, Principal Consultant California Economic Strategy Panel**
- **Attachment 1 - Governor's vision for ensuring that every at-risk youth has the opportunity for developing and achieving career goals through education and workforce training.**
- **Attachment 2 - State's strategies to ensure a broad range of partners and services in the State's One-Stop delivery system are accessible and meet the needs of California's workers (especially dislocated workers and individuals with multiple barriers to employment).**
- **Attachment 3 - Strategies for collaboration with Faith-based and Community Organizations.**

Discussion of Selected issues from the DOL Planning Guidance

DOL PLANNING GUIDANCE, Section I. E. – State Vision

What is the Governor’s vision for ensuring that every youth has the opportunity for developing and achieving career goals through education and workforce training, including the youth most in need, such as out-of-school youth, homeless youth, youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, migrant and seasonal farmworker youth, and other youth at risk?

Discussion Points

Many effective strategies in providing youth with access to higher education and/or non-degree occupational training opportunities have relied on effective mechanisms that link businesses and education. Also essential to ensuring workforce development programs effectively address the needs of youth are effective strategies to promote collaboration, among the public workforce system, education, human services, juvenile justice, and others.

As the Advancing Workers Special Committee deliberates and forms guidance to the State Board in developing a recommendation to the Governor regarding a workforce development vision for youth, the following should be considered.

The Governor’s Workforce Development Funding Priorities:

- **Growth Industries – High Wage, High Skill Job Training Projects** – This category is designed to ensure the availability of the high-wage, highly skilled workers that California’s businesses need to succeed and expand. They will address two types of industries: those where current skill shortages are hampering or slowing business growth, and those expected to play major roles in the expansion of California’s economy.
- **Industries with a Statewide Need** – Expansion of Workforce
Specific industries and industry sectors such as health care have a well-documented shortage of workers. This category addresses both short and long-term efforts to build and sustain a diverse workforce within California.
- **Removing Barriers for Special Needs Populations** – Regardless of their skill level, significant segments of California workers face barriers to achieving and maintaining employment. At the same time, businesses are unable to find both entry-level and skilled workers to fill available jobs.

The National strategic priority of refocusing WIA youth investments on youth most in need.

California Program Review Report- ETV25 Balance Career Technical Education and College Preparation in High Schools, provided the following basis for their recommendation:

- A skilled workforce is a critical feature of the new economy. Not only must workers have strong literacy, communication, technology, and math skills, but they must upgrade their skills throughout their careers to keep pace with change. Workers' skills are so important that employers consider the educational level of the workforce a major factor in choosing business locations.
- 55 percent of jobs require education beyond high school or at least several months' specialized training. ... 22 percent of California's jobs require a bachelor's degree or higher, and that 33 percent require education below the bachelor's degree level or training of at least several months' duration. Examples of jobs in this 33 percent group include computer support specialists, nurses, dental and medical assistants, administrative assistants, bookkeepers, electricians, carpenters, and automotive service technicians.
- 30 percent of those who enter California's high school in ninth grade do not graduate. Enrollment data provided by the Department of Education show that the number of students declines each year after ninth grade, and that only 70 percent of the former ninth-graders graduate four years later. This puts California in 30th place relative to the other 50 states for proportion of students who graduate from high school.
- Students who do not complete high school have far fewer employment opportunities, earn less, experience more unemployment, and are more likely to end up in the correctional system than those who complete high school.
- Youth unemployment is a costly problem in California, where the youth unemployment rate is 18.8 percent, nearly three times the general unemployment rate.
- As pointed out by the federal General Accounting Office, the social and economic costs of not graduating from high school include an underskilled labor force, lower productivity, lost taxes, increased public assistance and crime.

Discussion of Selected issues from the DOL Planning Guidance

DOL PLANNING GUIDANCE, Section IX.C.4.a – Service Delivery Specific Populations -

Describe the State’s strategies to ensure that the full range of employment and training programs and services delivered through the State’s One-Stop delivery system are accessible to and will meet the needs of dislocated workers, displaced homemakers, low-income individuals such as migrants and seasonal farmworkers, women, minorities, individuals training for non-traditional employment, veterans, public assistance recipients and individuals with multiple barriers to employment (including older individuals, people with limited English-speaking proficiency, and people with disabilities.)

Discussion Points

A fundamental question that must be asked is- How is the State’s workforce investment system working collaboratively with business and industry and the education community to develop strategies to overcome barriers to skill achievement and employment by the populations listed above and to ensure they are being identified as a critical pipeline of workers? Additionally, how can we improve this collaboration?

In order to adequately address these questions the workforce system must have an understanding of the needs of industry and an understanding of California’s diverse and complex demographics. The California Regional Economies Project (CREP) monograph, “Creating a Workforce Transition System in California”, states, in part, the following:

“The State must have a system that recognizes the transformation of both demand and supply - ...the demographic trends that are shaping the pool of available workers.”

“California might even be better positioned with a younger population than the rest of the country. However, the key questions will be how many of these workers will be prepared for or can be rapidly upgraded for the skilled jobs of tomorrow- and how many current workers with lower skills can be transitioned to higher skill occupations.”

The following are some California demographics that provide challenges that are shaping California’s pool of available workers.

The California Employment Development Department, Labor Market Information Division (LMID) report the following:

- California's working-aged population is projected to grow by almost 4.2 million, from approximately 28.3 million in 2005 to 32.5 million in 2015.
- 450,000 of this 4.2 million increase (or 11 percent) are people between the age of 16-24 and 2.6 million of the 4.2 million (or 62 percent) are 55 years and older
- Labor force participation rates are generally highest in the 25-54 age category, usually around 80 percent, whereas the rates are much lower for the youngest and oldest workers, around 40 percent for those ages 16-24 and 30 percent for those 55 years and older.
- The California labor force is highly skilled. Over 40 percent of Californians employed in 2004 had a college degree, and three quarters of these had a Bachelor's degree or higher.
- There are a large number of California adults with little education (16 percent of workers 25 to 54 years have not received a high school diploma or GED).
- The employment opportunities of many adults are also limited by poor English skills. One-quarter of California workers are foreign born. One-tenth of California workers in 2004 lived in a household where all adults spoke only Spanish.

The Governor's Committee on Employment for People with Disabilities annual report provided the following demographics:

- At the time of the 2000 U.S. Census, California's population of 33.9 million, included 19.2 million working age adults between the ages of 21 and 64, and more than 3.8 million (20 percent) of the working age individuals reported having a disability.
- 55 percent of the 3.8 million working age adults with disabilities were employed.
- Of the 15.4 million working age adults without disabilities, 73 percent were employed.
- Thirty-five (35) of California's 58 counties had a disability population in excess of 20 percent.
- The highest percentages were in rural, sparsely populated, economically disadvantaged counties with a limited employer base and inconsistent access to technology.

Additional points of interest provided from other reports:

- A smaller share of California's low-income and very low-income working families are headed by single parents.
- In 2003, California's poverty rate was 13.1 percent, while it was 12.5 percent for the U.S. as a whole.
- In 2002, nearly 1 out of 4 children lived in low-income families.

In closing, California's population is diverse; the provided points of interest are not exclusive, rather provided to prompt discussion. The Governor provided in his November 11, 2004 Veterans Days proclamation:

“California is home to more than 2.5 million veterans - the greatest number of veterans of any state in the nation. These veterans bring to the civilian workforce a strong work ethic, loyalty, self-discipline and adaptability for an ever-changing work environment.”

This is to say, all Californians must be taken into consideration, which is necessary if California's workforce development system will provide access to promising careers and meet the needs of California's industries.

Discussion of Selected issues from the DOL Planning Guidance

DOL PLANNING GUIDANCE, Section IX.H. – Service Delivery

Strategies for Faith-based and Community Organizations (§112(b)(17)(i).) – Enhancing outreach opportunities to those most in need is a fundamental element of the demand-driven systems goal to increase the pipeline of needed workers while meeting the training and employment needs of those most at risk. Faith-based and community organizations provide unique opportunities for the workforce investment system to access this pool of workers and meet the needs of business and industry.

Discussion Points

The DOL planning guidance as referenced above provides the following:

“A fundamental element to a demand driven system is to increase the pipeline of needed workers while meeting the training and employment needs of those most at risk.”

The fundamental principals to guide this discussion can be derived from a dialogue regarding *the benefit of expanding linkages between faith-based organizations and other community based organization with the One-Stop system*. The following considerations must be discussed during the development of this item.

- How to build upon successful partnerships between Faith Based Community Organizations and local One-Stop systems.
- How Faith-Based and Community Based Organizations can assist and support the Governor’s funding priorities.
- How to support the National Direction to develop collaborative partnerships to address the human resource challenges of high-growth industries, while providing America’s workers access to the skills required for good jobs.
- How to complement ongoing efforts to identify workforce needs and opportunities within local or regional industry or cross industry training while retaining economic competitiveness (e.g., California Regional Economies Project).